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ABSTRACT

The paper describes development of the Pupil Observation Schedule (POS), a computer based system which provides a framework for assessing, evaluating, and reporting behavioral progress of emotionally disturbed students. The POS is used to rate five skill areas--computation, language, reading, reference, and psychomotor skills: and nine behavioral objectives--classroom conformity, task orientation, sense of self worth, self responsibility, emotional control, problem solving, acceptance of authority, respect of others, and social skills. The POS facilitates communication among the school, parent, student, and other professionals during each of four steps integral in developing the student's individualized educational plan (IEP): (1) as an assessment tool, (2) as a summary of ratings and other pertinent information to be presented in the decision making process, (3) as a guide for prioritizing IEP objectives, and (4) as useful information for developing feasible and appropriate individualized strategies. Once the POS is completed and primary needs determined, a process of validating the accuracy of identified needs should include utilization of a team approach, development of an inservice program, and consideration of the "whole child" concept. Appended are forms and sample computer printouts from the POS. (SB)

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A BEHAVIOR RATING SCALE

FOR

EMOTIONALLY DISTURBED STUDENTS:

THE PUPIL OBSERVATION SCHEDULE

Robin L. Armstrong-Hugg, Janet P. Lowe,
Joan Mory, and Louis Berlin

A paper presented at the 59th Annual International Convention of the Council For Exceptional Children. New York, April 1981

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INTRODUCTION

A key area which presents a dilemma for educators is the assessment of a student's academic and behavioral progress in a special class or school for the purpose of establishing goals and evaluating student progress. A response to this problem originated at the Mark Twain School situated in Montgomery County, Maryland. It was the development of a computer-based system which has been used as an effective assessment/evaluation tool with special and mainstreamed populations. This comprehensive system has offered a consistent method for assessing behavioral progress through the use of an innovative rating instrument, the Pupil Observation Schedule.

There are numerous instruments available to rate various aspects of the exceptional student's behavior in the classroom. One of the most popular methods is the behavior checklist. Checklists come in simple yes/no form to more complicated five or seven point likert scales. Some checklists use a card sorting procedure, others utilize direct observation. Many checklists present behaviors which are problem-oriented. The Peterson-Quay Behavior Problem Checklist (1975) contains 55 problem behaviors and includes a scoring procedure which enables the rater to classify a student's behavior into four problem areas: conduct, personality, immaturity-inadequacy, or socialized delinquency. Some instruments include appropriate as well as problem behaviors in order to identify target behaviors (Kroth, 1973). Other

instruments include an evaluation of the self-esteem of a student (Coopersmith, 1968) or an indication of the possible existence of learning disabilities (Myklebust, 1971). Behavior observation schedules are also available for recording frequency and duration of problem behaviors (Algozzine, 1980). Each of these methods of behavioral assessment have some advantages but are limited in their use for IEP development and program planning. Most special educators recognize the need for a comprehensive instrument which includes the assessment/evaluation of skill and behavior goals. The Pupil Observation Schedule (POS) provides a framework useful when developing strategies to program for exceptional students. It also encourages communication between educators and parents.

Development of the POS began in 1973 when the staff of the Mark Twain School* identified the need for a behavior rating instrument which would operationally define behaviors and give a more representative picture of a child longitudinally. An additional staff concern was the need for a concise method of summarizing the accumulated data.

The first step involved staff brainstorming of possible skill/behavior goals which the emotionally disturbed population at Mark Twain School needed to attain. These skills were deemed necessary for success in a regular school environment. Examples of these behavior goals were classroom conformity, social skills,

*(Note: Recognition of the efforts of many of the original contributors is warranted at this point: Louis Berlin, Steve Checkon, Jeff Hill, Steve Johnson, Dick Knight, Ron Laneve, Paul O'Connell, and Bill Porter.)

and problem solving. Nine behavior goal areas were identified. Each goal area was operationally defined by listing specific behavior objectives from existing rating scales and through additional staff brainstorming. The resulting 64 items were field-tested twice on 100 students and factor analyzed each time to eliminate overlap of items. The finalized POS consists of five skill areas and nine behavior goal areas which are further defined into 32 behavior objectives (see Appendix A).

During seven years of school-wide use, the POS has proven to be a valuable instrument in assessing, evaluating, and reporting behavioral progress of students. Data is collected and summarized using a computer process. These findings generate communication among staff and provide input for writing behavior objectives and developing strategies. Use of the POS fulfills the mandate of P.L. 94-142 which requires parent involvement in their child's program. Use of the POS also presents a standard vocabulary utilized by professionals, parents and students. The notable aspect of the POS is that it provides a vehicle for on-going communication.

OVERVIEW OF THE PUPIL OBSERVATION SCHEDULE

The purpose of this section is to provide instructions for completing the POS form and interpreting the computerized data. The data is printed on two forms, the Teacher Copy and the Student Progress Report.

The POS is administered four times a year, at the end of each nine-week grading period. Each teacher who regularly works with a student first completes the top portion of the POS form with identifying student information. Standardized codes have been established to facilitate computer programming (see Appendix B for more detailed information). The teacher then rates the student on each of the five skill areas and the specific objectives within each of the nine behavior goal areas by lightly shading in the appropriate rating. The directions on the POS state: "rate the degree to which pupil performance in the (skill/behavior) areas...limit his/her effective functioning in school using the following codes:

1 = extremely limiting
2 = very limiting
3 = limiting
4 = somewhat limiting
5 = not limiting at all."

The code 0 is used if the skill/behavior is not observable or not applicable to the situation. At Mark Twain, the reference norm group is regular school. Teacher's ratings are to reflect a student's anticipated performance in a regular educational program.

The first five areas to be rated are reading, computation, language, reference and psychomotor skills. The rating of these areas is dependent upon the subject area taught by the teacher. For example, a Physical Education instructor would rate the student's psychomotor skill and may not rate reading or reference skills.

The remaining nine areas define each behavior goal with specific observable objectives. These nine behavior goal areas include: Classroom Conformity, Task Orientation, Sense of Self-Worth, Self-Responsibility, Emotional Control, Problem-Solving, Acceptance of Authority, Respect for Others, and Social Skills. An additional area is left unspecified allowing the teacher to determine an appropriate skill or behavior that may be limiting the student's effective functioning in the school program. For example, a teacher may find it valuable to rate a student's school and class attendance.

After the rating process is completed, the POS forms are collected and computer analyzed. The tabulated results of the teachers' ratings are presented on two computerized printouts: the Teacher Copy and the Student Progress Report. The Teacher Copy summarizes the individual teacher ratings and presents the numerical averages for each of the 14 goal areas and the more specific objectives. The Student Progress Report presents the numerical averages for the 14 goal areas arranged by grading period.

The top of the Teacher Copy lists a student's identifying data (see Appendix C). The five skill areas and nine behavior goal areas with their observable objectives are listed. The individual teacher ratings appear in the first nine vertical columns. These columns are arranged according to subject area

codes. The tenth column (Average) represents computed numerical averages for each particular skill or behavior. The eleventh column (N) indicates the number of teachers who rated each particular objective. The ratings of the objectives for each behavior goal area are separately averaged. Then, each of these averages are combined to produce a final total average.

The Teacher Copy has several advantages: it provides detailed information; it can be easily interpreted because of the standardization of codes; and, it highlights with an asterisk any ratings which are significantly discrepant from the others. These discrepancies may be attributed to varying student interest and ability levels, individual teacher styles, different physical classroom structures, or different student groupings.

The Student Progress Report begins with a brief explanation to parents in letter form (see Appendix D). The numerical averages are presented for each of the 14 goal areas according to grading period. The bottom of this form includes two composite averages: one for all 14 skill/behavior areas, the second for the nine behavior goal areas. The Student Progress Report facilitates easy readability and quick comparison of progress across grading periods.

COMMUNICATION CYCLE FOR PUPIL PROGRESS

The POS computer printouts are a valuable tool in facilitating communication among the school, parent, student and other profes-

sionals. This on-going communication is depicted in the diagram entitled "Communication Cycle for Pupil Progress" (see Table 1 below). Each of the four steps is an integral part of planning or modifying a student's program and reporting on his or her progress. The POS is utilized at each step of the cycle, providing essential information about a student's behavior.

COMMUNICATION CYCLE
FOR PUPIL PROGRESS

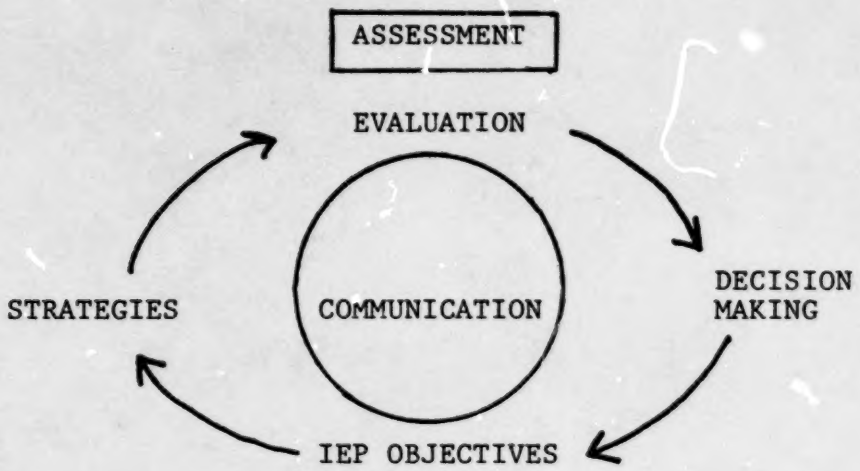

Table 1

When developing an Individualized Educational Plan (IEP), an educator needs to consider the following four steps: (1) the assessment/evaluation process; (2) the decision-making process; (3) the selection of the IEP objective; and (4) the selection of strategies. These steps are depicted in the above diagram. Each step is examined in more detail below.

Step 1 -- Assessment Tool: The POS is completed by each staff member who regularly works with a student. A deadline for turning in the form is established to expedite the computer tabulation of the data.

Step 2 -- Decision-Making Process: The ratings are computer averaged, printed and presented to the decision-making team. This team consists of a student's teachers, other involved professionals, the parents, and when appropriate, the student. The team uses the summary of the ratings and any other pertinent information to identify a student's strengths and weaknesses. The elected objectives are then determined based on a student's needs.

Step 3 -- IEP Objective: The elected objectives are prioritized according to team consensus. They are then recorded on the IEP using the wording as stated on the POS form.

Step 4 -- Strategies: During Step 2, or soon after, individualized strategies are developed to promote attainment of each elected objective. When developing these strategies, consideration is given to the needs of the student. The feasibility and appropriateness of implementing the strategies within the particular educational environment are also considered. Finally,

the selected objectives are listed on the IEP along with their corresponding strategies. Each staff member who regularly works with a student receives a copy of this information.

The communication process has then completed one cycle. Initial assessment led to team discussion and consensus in planning a student's program. The second phase of the cycle is used to evaluate and modify the program. When the POS is re-administered the new data can be used to evaluate and progress towards attainment of the elected objectives. The preliminary strategies are also then reviewed to evaluate their effectiveness. The decision-making team is able to compare the most recent ratings with earlier ratings. If the elected objective has been attained, the team uses the information from the POS to select another objective. If an objective has not been mastered, the team reviews the objective and the strategies. If deemed inappropriate, the objective and/or strategies can be modified. The IEP is then updated reflecting the decisions of the team.

It is imperative to communicate during each step of this cycle. The on-going communication among staff, parents, and students is crucial in developing a successful plan for growth. The evaluation and communication process continues until the student is no longer in need of an IEP.

CONCLUSION

The effectiveness of an instrument is lost if it is used as the only source of information to validate one's perceptions of a child, both academically and behaviorally. The POS serves as a screening tool which organizes observations by categorizing and describing a student's behavior in specific terms. Once the POS is completed and primary needs determined, a process of validating the accuracy of these needs to be given to the following areas: development of an inservice program; utilization of a team approach; and the concept of the "whole child."

Berore implementing a system similar to the POS, it is important to inservice a staff on the actual rating tool, the objectives and implementation of the tool. The specific needs of the group should be determined prior to the inservice. Some factors to consider before inservicing a staff are:

- age and disability of the population being served,
- the evaluation intervals desired by the staff (twice a year, every reporting period, etc.),
- potential uses of the POS in programming planning,
- definition of the norm group based on the restrictiveness of a child's present program and future goals.

The inservice should include a thorough explanation of the POS document. A consistent coding system should be established so the POS can be interpreted by all of the staff. The behaviors should be operationally defined to ensure consistency on ratings. The teacher's goal is to assess the child's overall performance throughout a grading period and avoid contamination of ratings due to current student problems. Data may be skewed if the rating has taken place on one of the student's bad days. To counteract this, the staff may choose to stagger the rating process so that no two staff members rate the same student on a given day. Suggestions can be made to rate the POS at the beginning of the week and review the ratings the end of the week.

A team approach enhances the development of the most effective program to meet individual student needs. In addition to input from teachers, other school personnel (i.e., medical team, counselors, crisis support teachers, administrators, psychiatrists), parents and students may offer suggestions and data regarding program needs or modifications. This team approach with group input, brainstorming, goal-setting, implementation and evaluation should be emphasized.

The information received from the POS may be an aid in detecting disabilities that further complicate a student's behavior. It is important to investigate the etiology of a disability and to use these clues in making program recommendations. Formal and informal assessments can help clarify the

individual problems needing remediation. Written observations completed by staff members offer a more global view of the strengths and weaknesses of a child.

The POS was developed by the Mark Twain staff for their specific assessment and programming needs. The behaviors are characteristic of the emotionally disturbed population. Some items on the POS may not apply to the needs of a school system's population, but it is a comprehensive model with a team-oriented evaluative approach which can be generalized to other rating scales, populations, and school systems.

APPENDIX A

Mark Twain School
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

PUPIL OBSERVATION SCHEDULE

Pupil Name_____ Teacher Name_____

	PUPIL IDENTIFICATION						SECTION NUMBER	SEX	PHASE	LENGTH OF STAY		TEACHER CODE	ADMIN.
CARD COL.	1	2	3	4	5	6	7	8	9	10	11	12	13

DIRECTIONS:

Based on your observations, rate the degree to which pupil performance in the areas below limits his/her effective functioning in school using the following codes:

1. Extremely Limiting 2. Very Limiting 3. Limiting 4. Somewhat Limiting 5. Not Limiting at all

USE THE CODE 0 ONLY IF THE SKILL/BEHAVIOR WAS NOT OBSERVABLE OR NOT APPLICABLE TO THE SITUATION.

SKILL/BEHAVIOR	INDICATOR		RATING	CARD COL.
I. READING	Identification and comprehension of facts and relationships from written material.	1.	(0) (1)(2)(3)(4)(5)	14
II. COMPUTATION	Performance of operations with mathematical symbols following explicit rules.	2.	(0) (1)(2)(3)(4)(5)	15
III. LANGUAGE	Command of verbal and written expression showing clarity of thought.	3.	(0) (1)(2)(3)(4)(5)	16
IV. REFERENCE	Knowledge and understanding of use of reference material and library procedure.	4.	(0) (1)(2)(3)(4)(5)	17
V. PSYCHOMOTOR	Coordination of movement of the body and maintenance of energy levels in ordinary activities.	5.	(0) (1)(2)(3)(4)(5)	18
VI. CLASSROOM CONFORMITY Acceptance of routines and procedures	Brings required materials to class.	6.	(0) (1)(2)(3)(4)(5)	19
	Follows teacher directions.	7.	(0) (1)(2)(3)(4)(5)	20
	Does not disrupt class activities.	8.	(0) (1)(2)(3)(4)(5)	21
	Follows established classroom routines.	9.	(0) (1)(2)(3)(4)(5)	22
VII. TASK ORIENTATION Persistance with task through mastery	Works with conventional classroom teacher supervision.	10.	(0) (1)(2)(3)(4)(5)	23
	Works in an organized manner.	11.	(0) (1)(2)(3)(4)(5)	24
	Completes tasks in an appropriate amount of time.	12.	(0) (1)(2)(3)(4)(5)	25
	Completes tasks with acceptable quality.	13.	(0) (1)(2)(3)(4)(5)	26
VIII. SENSE OF SELF-WORTH Presence of self-confidence, personal security, and high self-esteem	Shows pride in accomplishments.	14.	(0) (1)(2)(3)(4)(5)	27
	Accepts praise and encouragement.	15.	(0) (1)(2)(3)(4)(5)	28
	Protects own rights in a constructive manner.	16.	(0) (1)(2)(3)(4)(5)	29
	Is willing to take risks.	17.	(0) (1)(2)(3)(4)(5)	30

RATING SCALE: 0 ONLY IF THE BEHAVIOR WAS NOT APPLICABLE TO THE SITUATION. 1. Extremely Limiting 2. Very Limiting 3. Limiting 4. Somewhat Limiting 5. Not Limiting at all					CARD COL.
IX. SELF-RESPONSIBILITY Self-evaluation and acceptance of responsibility for success and failure.	Shows awareness of own strength and weaknesses.	18.	(0)	(1)(2)(3)(4)(5)	31
	Accepts responsibility for behavior.	19.	(0)	(1)(2)(3)(4)(5)	32
	Accepts consequences of behavior.	20.	(0)	(1)(2)(3)(4)(5)	33
	Demonstrates independence of behavior.	21.	(0)	(1)(2)(3)(4)(5)	34
X. EMOTIONAL CONTROL Appropriate reaction to tension, frustration, and change.	Copes appropriately with frustration.	22.	(0)	(1)(2)(3)(4)(5)	35
	Expresses feelings in a controlled manner.	23.	(0)	(1)(2)(3)(4)(5)	36
	Reacts appropriately to constructive criticism.	24.	(0)	(1)(2)(3)(4)(5)	37
XI. PROBLEM-SOLVING Active engagement in efforts to cope with and solve problems.	Accurately describes own problem situations.	25.	(0)	(1)(2)(3)(4)(5)	38
	Describes appropriate behavior alternatives.	26.	(0)	(1)(2)(3)(4)(5)	39
	Chooses appropriate behavior alternatives.	27.	(0)	(1)(2)(3)(4)(5)	40
XII. ACCEPTANCE OF AUTHORITY Presence of trust and amity in attitudes toward those representing authority.	Accepts direction from staff.	28.	(0)	(1)(2)(3)(4)(5)	41
	Does *not* verbally abuse staff.	29.	(0)	(1)(2)(3)(4)(5)	42
	Complies with school rules and regulations.	30.	(0)	(1)(2)(3)(4)(5)	43
XIII. RESPECT FOR OTHERS Acceptance of desirable social standards including rights and property of others.	Does *not* abuse or encourage abuse of others.	31.	(0)	(1)(2)(3)(4)(5)	44
	Shows regard for the needs and feelings of others.	32.	(0)	(1)(2)(3)(4)(5)	45
	Does *not* abuse school property.	33.	(0)	(1)(2)(3)(4)(5)	46
XIV. SOCIAL SKILLS Acceptance of group standards and ability to work effectively with peers.	Is accepted by peers.	34.	(0)	(1)(2)(3)(4)(5)	47
	Shows poise in dealing with peers.	35.	(0)	(1)(2)(3)(4)(5)	48
	Works cooperatively with peers.	36.	(0)	(1)(2)(3)(4)(5)	49
	Does *not* seek excessive peer attention.	37.	(0)	(1)(2)(3)(4)(5)	50
OTHER – to be specified as needed –	1.	1.	(0)	(1)(2)(3)(4)(5)	51
	2.	2.	(0)	(1)(2)(3)(4)(5)	52
	3.	3.	(0)	(1)(2)(3)(4)(5)	53
	4.	4.	(0)	(1)(2)(3)(4)(5)	54

APPENDIX B

Mark Twain School
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

PUPIL OBSERVATION SCHEDULE

Pupil Name_____ Teacher Name_____

	PUPIL IDENTIFICATION						SECTION NUMBER	SEX	PHASE	LENGTH OF STAY		TEACHER CODE	ADMIN.
CARD COL.	1	2	3	4	5	6	7	8	9	10	11	12	13

Explanation of Codes

Pupil Identification - Pre-assigned 3-digit number

Section Number - Identifies the student's Mark Twain Program
Ex. 1 = Middle School
2 = Senior High
3 = Alternative High

Sex - Student's sex
1 = Male
2 = Female

Phase - Student's progress in program
Ex. 1 = Least restrictive
2 = Moderately restrictive
3 = Most restrictive

Length of Stay - 2-digit number identifying student's number of years in a specific Mark Twain Program.
Ex. 01 = First year
02 = Second year
03 = Third year

Teacher Code - Identical school-wide codes assigned by subject areas*
Ex. 1 = English
2 - Math
3 = Science
4 = Social Studies
5 = Arts Barn
6 = P.E.
7 = Reading
8 = Extra
9 = Self-contained (T.A.)

Administration - Marking or grading period

1, 2, 3, or 4

*Use only 2 Teacher Codes per P.O.S. sheet

APPENDIX C

STUDENT NAME	IDENT.	SECT.	SEX	PHASE	MONTHS	ADMIN.
		1	1	3	1	2

SKILL OR BEHAVIOR	NINE RATINGS									AVERAGE		N
READING SKILL	3	3	3	3	5*	0	0	0	3	3.33	*	6.
COMPUTATION SKILL	4	4	4	4	5	0	0	0	4	4.17		6.
LANGUAGE SKILL	3	3	3	3	5*	0	0	0	3	3.33	*	6.
REFERENCE SKILL	3	3	3	3	5*	0	0	0	3	3.33	*	6.
PSYCHOMOTOR SKILL	5	5	5	5	5	5	0	0	5	5.00		7.
BRINGS REQUIRED MATERIALS TO CLASS	3	3	3	3	5*	4	0	0	3	3.43	*	7.
FOLLOWS TEACHER DIRECTIONS	3	3	3	3	5*	3	0	0	3	3.29	*	7.
DOES NOT DISRUPT CLASS ACTIVITIES	3	3	3	3	4	1*	0	0	3	2.86	*	7.
FOLLOWS ESTABLISHED CLASSROOM ROUTINES	3	3	2	2	4	1*	0	0	3	2.57	*	7.
CLASSRM. CONFORMITY	3.0	3.0	2.8	2.8	4.5	2.3*	0.0	0.0	3.0	3.04	*	
WORKS WITH CONVENTIONAL CLASSROOM TEACH	3	3	3	3	4	2*	0	0	3	3.00	*	7.
WORKS IN AN ORGANIZED MANNER	3	3	3	3	4	2*	0	0	3	3.00	*	7.
COMPLETES TASKS IN APPROPRIATE TIME	3	3	2	2	5*	2	0	0	2	2.71	*	7.
COMPLETES TASKS W. ACCEPTABLE QUALITY	3	3	3	3	[illegible]	3	0	0	3	3.29	*	7.
TASK ORIENTATION	3.0	3.0	2.8	2.8	4.5	2.3*	0.0	0.0	2.8	3.00	*	
SHOWS PRIDE IN ACCOMPLISHMENTS	3	3	3	3	5*	2*	0	0	3	3.14	*	7.
ACCEPTS PRAISE AND ENCOURAGEMENT	3	3	3	3	5*	3	0	0	3	3.29	*	7.
PROTECTS OWN RIGHTS IN A CONSTRUCTIVE M	2	2	2	2	4*	1*	0	0	2	2.14	*	7.
IS WILLING TO TAKE RISKS	3	3	3	3	3	2	0	0	3	2.86		7.
SENSE OF SELF WORTH	2.8	2.8	2.8	2.8	4.3*	2.0	0.0	0.0	2.8	2.86	*	
AWARE OF OWN STRENGTHS AND WEAKNESSES	3	3	3	3	3	2	0	0	3	2.86		7.
ACCEPTS RESPONSIBILITY FOR BEHAVIOR	2	2	2	2	3	2	0	0	2	2.14		7.
ACCEPTS CONSEQUENCES OF BEHAVIOR	2	2	2	2	3	3	0	0	2	2.29		7.
DEMONSTRATES INDEPENDENCE OF BEHAVIOR	3	3	3	3	3	2	0	0	3	2.86		7.
SELF-RESPONSIBILITY	2.5	2.5	2.5	2.5	3.0	2.3	0.0	0.0	2.5	2.54		
COPES APPROPRIATELY WITH FRUSTRATION	3	3	3	3	3	1*	0	0	3	2.71	*	7.
EXPRESSES FEELINGS IN CONTROLLED MANNER	3	3	3	3	3	1*	0	0	3	2.71	*	7.
REACTS APPROPRIATELY TO CRITICISM	3	3	3	3	3	3	0	0	3	3.00		7.
EMOTIONAL CONTROL	3.0	3.0	3.0	3.0	3.0	1.7*	0.0	0.0	3.0	2.81	*	
ACCURATELY DESCRIBES PROBLEM SITUATIONS	3	3	3	3	4	2*	0	0	3	3.00	*	7.
DESCRIBES APPROPRIATE BEHAVIOR ALTERNATI	3	3	3	3	4	1*	0	0	3	2.86	*	7.
CHOOSES APPROPRIATE BEHAVIOR ALTERNATVS	2	2	2	2	3	2	0	0	2	2.14		7.
PROBLEM-SOLVING	2.7	2.7	2.7	2.7	3.7*	1.7	0.0	0.0	2.7	2.67	*	
ACCEPTS DIRECTION FROM STAFF	3	3	3	3	4	2*	0	0	3	3.00	*	7.
DOES NOT VERBALLY ABUSE STAFF	2	2	2	2	3	1*	0	0	2	2.00	*	7.
COMPLIES WITH RULES AND REGULATIONS	3	3	3	3	3	2	0	0	3	2.86		7.
ACCEPT. OF AUTHORITY	2.7	2.7	2.7	2.7	3.3	1.7	0.0	0.0	2.7	2.62		
DOES NOT ABUSE OR ENCOURAGE ABUSE OF OTH	2	2	2	2	3	1*	0	0	2	2.00	*	7.
SHOWS REGARD FOR THE NEEDS AND FEELINGS	3	3	3	3	3	1*	0	0	3	2.71	*	7.
DOES NOT ABUSE SCHOOL PROPERTY	4	4	4	4	3	1*	0	0	4	3.43	*	7.
RESPECT FOR OTHERS	3.0	3.0	3.0	3.0	3.0	1.0*	0.0	0.0	3.0	2.71	*	
IS ACCEPTED BY PEERS	3	3	3	3	4	1*	0	0	3	2.86	*	7.
SHOWS POISE IN DEALING WITH PEERS	3	3	3	3	4	2*	0	0	3	2.86	*	7.
WORKS COOPERATIVELY WITH PEERS	3	3	3	3	3	2	0	0	3	2.86		7.
DOES NOT SEEK EXCESSIVE PEER ATTENTION	2	2	2	2	4*	1*	0	0	2	2.14	*	7.
SOCIAL SKILLS	2.8	2.8	2.8	2.8	3.8	1.5	0.0	0.0	2.8			

APPENDIX D

STUDENT PROGRESS REPORT II

TO THE PARENTS:

THIS STUDENT REPORT WILL HELP INFORM YOU ABOUT YOUR SON'S/DAUGHTER'S PROGRESS TOWARD DESIRABLE SCHOOL SKILLS/BEHAVIORS. THE 14 SKILLS/BEHAVIORS LISTED CONTRIBUTE TO SUCCESS IN A REGULAR MCPS PROGRAM. THE MARK TWAIN TESTING PROGRAM AND THE DETAILED EDUCATIONAL MANAGEMENT PLAN DEVELOPED FOR EACH STUDENT ALSO ADDRESS THESE SKILLS/BEHAVIORS. THE GRADES ENTERED ARE NUMERICAL AVERAGES OF TEACHER RATINGS. RATINGS ARE BASED ON TEACHER ESTIMATES OF THE DEGREE TO WHICH PUPIL PERFORMANCE IN EACH AREA LIMITS EFFECTIVE FUNCTIONING IN REGULAR SCHOOL.

EVALUATION CODES ARE:
- 5 NOT LIMITING AT ALL
- 4 SOMEWHAT LIMITING
- 3 LIMITING
- 2 VERY LIMITING
- 1 EXTREMELY LIMITING

STUDENT NAME	ID.#	SECTION	SEX	PHASE	MONTHS
		1	1	3	2

SKILL OR BEHAVIOR	REPORT PERIOD 1ST	2ND	3RD	4TH
READING SKILL	3.00	3.33	0.0	0.0
COMPUTATION SKILL	4.00	4.16	0.0	0.0
LANGUAGE SKILL	2.00	3.33	0.0	0.0
REFERENCE SKILL	2.00	3.33	0.0	0.0
PSYCHOMOTOR SKILL	4.66	5.00	0.0	0.0
CLASSRM. CONFORMITY	2.60	3.03	0.0	0.0
TASK ORIENTATION	2.39	3.00	0.0	0.0
SENSE OF SELF WORTH	2.39	2.85	0.0	0.0
SELF-RESPONSIBILITY	2.32	2.53	0.0	0.0
EMOTIONAL CONTROL	2.09	2.80	0.0	0.0
PROBLEM-SOLVING	2.38	2.66	0.0	0.0
ACCEPT. OF AUTHORITY	2.23	2.61	0.0	0.0
RESPECT FOR OTHERS	2.00	2.71	0.0	0.0
SOCIAL SKILLS	2.21	2.67	0.0	0.0
*** AVERAGE RATING FOR ALL 14 ITEMS	2.38	2.89	0.0	0.0
*** AVERAGE RATING, ALL BUT 1ST 5 ITEMS	2.29	2.76	0.0	0.0

REFERENCES

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